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ABSTRACT

School counselors are being asked to assume a greater role in the lives of their students and the students' families. The challenges facing counselors and demands on their time will continue to grow during the next decade. School counselors must choose where they spend their time and energy carefully. It will be easy for counselors to engage in quasi-administrative activities rather than child-oriented ones. Given the challenges faced by today's students, counselors must focus on students' personal/social, educational, and career needs. While some of the counselor's work is remedial or occurs after a problem has developed, many counselors engage in preventive or developmental counseling. Developmental counselors design counseling programs that focus on student competencies and student outcomes. The long-range goals of school counseling are to help students become effective learners, responsible people, and productive workers. To accomplish these student outcomes, well-planned counseling programs from preschool through postsecondary are needed. The purpose of this booklet is to help counselors design well-planned counseling programs. Student competency statements for prekindergarten through postsecondary are suggested. Since the scope of practice of school counseling includes personal/social, educational, and career counseling, student goals and competencies for each of these areas of counseling are provided. (LLL)

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COUNSELING PAINTS A BRIGHT FUTURE

STUDENT COMPETENCIES

A GUIDE FOR SCHOOL COUNSELORS

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The American School Counselor Association would like to credit the leadership of the Ohio Coaliton for the Future of School Counseling for the development of this booklet. The Coalition, composed of practicing counselors and counselor educators from across Ohio has been working for the improvement of school counseling in Ohio for over one and one/half years and has developed these student competencies to help counselors meet the needs of their students in a systematic and developmental manner. Susan Sears, Terri Pregitzer, and Anita Jackson deserve special thanks for the development of the booklet while Tom Davis and Bill Nemec served as editors of the final product. For information about the Coalition, contact Susan Sears at The Ohio State University in Columbus, Ohio.

During the development of these competencies, the authors reviewed various state models of counseling and several books. Wisconsin's Model of Guidance and Developing and Managing Your School Guidance Program by Norman Gysbers and Patricia Henderson were helpful.

Doris Coy, ASCA President

Introduction

As we approach the 21st century, our complex culture is characterized by diverse and ever-changing values in the home, community, and school. Societal-based problems are worse and this is reflected in dramatic increases in substance abuse, suicide, child abuse, teen pregnancy, truancy, school dropouts, and random acts of violence.

School counselors are being asked to assume a greater role in the lives of their students and the students' families. Parents, particularly single parents, want help in improving their parenting skills. Therefore, counselors have begun to conduct parenting groups. Trying to prevent substance abuse, teen pregnancy, and suicide, school counselors have devised student support and intervention groups and have involved teachers in counseling-related activities. With legislative mandates for accountablility in education, school counselors have helped students learn test-taking skills and have coordinated testing programs. Assisting students in career planning and in choosing appropriate post-secondary education and training continue to be important counselor activities. The challenges facing counselors and demands on their time will continue to grow during the next decade. School counselors must choose where they spend their time and energy carefully. It will be easy for counselors to engage in quasi-administrative activitites rather than child-oriented ones. Given the challenges faced by today's students, counselors must focus on students' personal/social, educational, and career needs.

School Counselor's Scope of Practice

The scope of practice of the school counselor includes educational, personal-social , and career counseling. Counselors help students acquire study and test-taking skills, use educational information and set educational goals. They help students develop healthy self concepts, learn to respect diverse cultures and resolve conflicts. Counselors assist students to understand and apply interests and aptitudes, use career information and set career goals. As they counsel students individually and in groups, counselors often consult with parents and teachers to develop the supportive network needed to help students.

While some of the counselor's work is remedial or occurs after a problem has developed, many counselors engage in preventative or developmental counseling. That is, they have developed counseling programs and activities designed to assist students to develop the skills necessary to function effectively in today's complex school and society. Developmental counselors design counseling programs that focus on student competencies and student

outcomes. The long-range goals of school counseling are to help students become **effective learners, responsible people, and productive workers**. To accomplish these student outcomes, well-planned counseling programs from preschool through postsecondary are needed. The purpose of this booklet is to help counselors design well-planned counseling programs. Student competency statements for prekindergarten through postsecondary are suggested. If you have a written counseling program, now is the time to reevaluate it. If you don't, now is the time to develop one.

Format of this Booklet

Since the scope of practice of school counseling includes personal/social, educational, and career counseling; the authors of this booklet developed student goals under each of the three areas of counseling (see the next page for a listing of the student developmental goals). Then, they developed student competencies, by grade level, to implement the student goals. Readers are free to use this resource as they choose. You may use it "as is" or you may wish to change a competency to meet a local need.

Doris Coy, ASCA President
Susan Sears, ASCA Public Relations Chair

STUDENT DEVELOPMENTAL GOALS

PERSONAL/SOCIAL GOALS: STUDENTS WILL BE:

Gaining Self-Awareness

Developing Positive Attitudes

Making Healthy Choices

Respecting Others

Gaining Responsibility

Developing Relationship Skills

Resolving Conflicts

Making Effective Decisions

EDUCATIONAL GOALS: STUDENTS WILL BE

Applying Effective Study Skills

Setting Goals

Learning Effectively

Gaining Test Taking Skills

CAREER GOALS: STUDENTS WILL BE

Forming a Career Identity

Planning for the Future

Combating Career Stereotyping

Analyzing Skills and Interests

PREKINDERGARTEN STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL BE
Gaining Self Awareness	Developing A positive self-image
Developing Positive Attitudes	Learning to identify their feelings, e.g. happy, sad, angry
Respecting Others	Learning to listen to others
Gaining Responsibility	Learning to take care of possessions
Developing Relationship Skills	Learning to share with others
Resolving Conflicts	Learning to express frustration in an acceptable way
EDUCATIONAL GOALS	
Setting Goals	Learning to complete what they start
Learning Effectively	Learning to follow verbal instructions
CAREER GOALS	
Forming a Career Identity	Learning how to put what they know and what they can do into action
Combating Sex Role Stereotyping	Recognizing the variety of workers in the community

KINDERGARTEN STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Describe their own appearances and recognize their bodies are special.
Developing Positive Attitudes	Describe people they enjoy.
Making Healthy Choices	Describe ways they take care of themselves.
Respecting Others	Describe ways people are different .
Gaining Responsibility	Describe things they can do without help.
Developing Relationship Skills	Describe their play relationships.
Resolving Conflicts	Recognize that they listen to and speak with a variety of people.
Making Effective Decisions	Describe choices they make at school.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Describe the tools they need to do their work at school.
Setting Goals	Describe why school is important.
Learning Effectively	Describe how they learn something.
Gaining Test Taking Skills	Describe how they try to remember important information.
CAREER GOALS	
Forming a Career Identity	Identify workers in various settings.
Planning for the Future	Describe what they think is important .
Combating Career Stereotyping	Describe work of family members.
Analyzing Skills and Interests	Describe what they like to do.

GRADE ONE STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Recognize special personal traits.
Developing Positive Attitudes	Describe what attitude means.
Making Healthy Choices	Describe how exercise and nutrition affect their mental health.
Respecting Others	Recognize special or unusual characteristics about others.
Gaining Responsibility	Describe responsibilities they have at home.
Developing Relationship Skills	Describe what cooperation is.
Resolving Conflicts	Describe feelings they have in various situations.
Making Effective Decisions	Describe decisions theymake by themselves.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Describe how they plan to do a school assignment.
Setting Goals	Describe what they would like to become.
Learning Effectively	Describe their favorite subjects.
Gaining Test Taking Skills	Describe what a test is.
CAREER GOALS	
Forming a Career Identity	Recognize how peers differ from themselves .
Planning for the Future	Describe how they have changed since last year.
Combating Career Stereotyping	Describe why work is important.
Analyzing Skills and Interests	Identify skills they have.

GRADE TWO STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self -Awareness	Recognize and describe happy and sad feelings.
Developing Positive Attitudes	Describe what they think is positive about themselves
Making Healthy Choices	Describe how they care for their physical health.
Respecting Others	Recognize commonalities and uniquenesses in themselves and others.
Gaining Responsibility	Recognize their abilities to perform specific tasks.
Developing Relationship Skills	Describe the process of making and keeping a friend.
Resolving Conflicts	Describe why listening is important.
Making Effective Decisions	Recognize why some choices are made for them.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Recognize some benefits of learning.
Setting Goals	Describe a goal.
Learning Effectively	Describe types of situations that make learning difficult for them.
Gaining Test Taking Skills	Describe some purposes for taking tests.
CAREER GOALS	
Forming a Career Identity	Distinguish which work activities in their school environment are done by specific people.
Planning for the Future	Recognize what they would like to accomplish when they are three years older.
Combating Career Stereotyping	Define 'work' and recognize that adults work.
Analyzing Skills and Interests	Recognize activities that interest them and those that do not.

GRADE THREE STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Describe themselves accurately to someone who does not know them.
Developing Positive Attitudes	Discuss two skills they have.
Making Healthy Choices	Describe how they relax when feeling stressed.
Respecting Others	Describe what they like about other people.
Gaining Responsibility	Describe the responsibilities of adults they know.
Developing Relationship Skills	Recognize how their actions affect others.
Resolving Conflicts	Recognize differing ways they talk with friends and acquaintences.
Making Effective Decisions	Recognize that decisions have consequences.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Realize that effective notetaking can help them learn more.
Setting Goals	Describe the difference between a short- and long-term goal.
Learning Effectively	Describe types of situations that make learning easy.
Gaining Test Taking Skills	Explain how practicing memory skills can help them remember facts for a test.
CAREER GOALS	
Forming a Career Identity	Recognize why people choose certain work activities and that choices may change.
Planning for the Future	Define what 'future' means.
Combating Career Stereotyping	Recognize that people have many life roles and have them describe their roles
Analyzing Skills and Interests	Realize that people are influenced by interests and abilities.

GRADE FOUR STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Analyze how characteristics and traits develop.
Developing Positive Attitudes	Recognize that they are important to themselves and others.
Making Healthy Choices	Describe ways their bodies are special.
Respecting Others	Describe and appreciate differences in others in terms of interests, aptitudes, abilities & achievements.
Gaining Responsibility	Describe their responsibilities as students.
Developing Relationship Skills	Evaluate how what they say affects others' actions & how what others say affect their actions.
Resolving Conflicts	Describe methods that lead to effective cooperation with children and adults.
Making Effective Decisions	Describe why they might want to change a decision & recognize when it is or is not possible to change.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Describe why listening is important in learning.
Setting Goals	Learn to set short-term educational goals.
Learning Effectively	Recognize that people learn in different ways.
Gaining Test Taking Skills	Describe things they can learn about themselves from taking a test.
CAREER GOALS	
Forming a Career Identity	Discuss the changing nature of work for women and men.
Planning for the Future	Imagine what their lives might be like in the future.
Combating Career Stereotyping	Define the meaning of "stereotypes" and indicate how how stereotypes affect them.
Analyzing Skills and Interests	Recognize different methods of evaluating "progress".

GRADE FIVE STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Specify personal characteristics they value.
Developing Positive Attitudes	Define "values" & describe their own.
Making Healthy Choices	Determine situations that produce unhappy, angry, or anxious feelings and describe how they deal with these feelings.
Respecting Others	Specify personal characteristics they value in others.
Gaining Responsibility	Describe ways to express feelings in a socially acceptable manner.
Developing Relationship Skills	Recognize cultural differences and describe ways to accept these differences.
Resolving Conflicts	Evaluate ways others listen and express thoughts & feelings to them.
Making Effective Decisions	Apply a decision-making process.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Recognizing the importance of completing assignments.
Setting Goals	Value learning both in and out of school.
Learning Effectively	Recognize differences in the way they learn for different subjects, settings, and objectives.
Gaining Test Taking Skills	Describe how they prepare for tests.
CAREER GOALS	
Forming a Career Identity	Define lifestyle and discuss what influences it.
Planning for the Future	Imagine what they would like to be doing in fifteen years.
Combating Career Stereotyping	Describe stereotypes that are associated with certain jobs.
Analyzing Skills and Interests	Describe the meaning of 'value' and how values influence goals.

GRADE SIX STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Analyze how abilities change & how they can be expanded.
Developing Positive Attitudes	Analyze how their attitudes influence what they do.
Making Healthy Choices	Understand what 'stress' means & describe methods for handling stress .
Respecting Others	Recognize differences in others and evaluate their own effect on others.
Gaining Responsibility	Describe how their responsibilities have changed since childhood.
Developing Relationship Skills	Apply problem-solving skills to conflict situations.
Resolving Conflicts	Use appropriate nonverbal communication.
Making Effective Decisions	Recognize how school decisions influence them.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Learn how to assert themselves by asking questions.
Setting Goals	Evaluate how parents goals influence them.
Learning Effectively	Describe how to design study areas at home.
Gaining Test Taking Skills	Review memory skills to improve their recall of information.
CAREER GOALS	
Forming a Career Identity	Predict how stereotypes might affect their career identities.
Planning for the Future	Predict what jobs will be available in twenty years.
Combating Career Stereotyping	Discuss how their parents' work influences their lives at home.
Analyzing Skills and Interests	Analyze the relationship between interests and abilities.

GRADE SEVEN STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Compare their characteristics and abilities with those of others, and identify their strengths.
Developing Positive Attitudes	Discuss ways to organize their time and personal resources.
Making Healthy Choices	Distinguish between substances helpful and harmful to physical health.
Respecting Others	Compare their personalities with others and identify their unique traits.
Gaining Responsibility	Discuss the responsibilities of students in the school environment.
Developing Relationship Skills	Analyze the pressure they feel from peers.
Resolving Conflicts	Evaluate how listening and talking accurately helps to solve problems.
Making Effective Decisions	Provide examples of how past decisions have affected present actions.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Develop a plan for monitoring study time.
Setting Goals	Describe what motivates them to perform well.
Learning Effectively	Describe ways in which others learn.
Gaining Test Taking Skills	Describe ways to study for different types of tests.
CAREER GOALS	
Forming a Career Identity	Explain how needs can be met in work and in leisure.
Planning for the Future	Predict the ways in which some present careers may be different in the future.
Combating Career Stereotyping	Describe occupations that are stereotyped and analyze how these stereotypes are reinforced.
Analyzing Skills and Interests	Analyze various methods of monitoring their progress toward a goal.

GRADE EIGHT STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Discuss what self-concept is.
Developing Positive Attitudes	Predict their feelings in a variety of settings.
Making Healthy Choices	Practice dealing with pressure to use drugs and alcohol.
Respecting Others	Describe positive qualities of people that are culturally different from themselves.
Gaining Responsibility	Evaluate how responsibility helps them manage their lives.
Developing Relationship Skills	Analyze effective family relationships, their importance, and how they are formed.
Resolving Conflicts	Analyze how conflict resolution skills improve relationships with others.
Making Effective Decisions	Demonstrate how gaining more information increases their alternatives.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Evaluate the importance of maintaining a balance between study time and extra-curricular activities.
Setting Goals	Develop a tentative four-year education plan for high school (to be reviewed each year).
Learning Effectively	Identify learning styles used both in and out of the school environment.
Gaining Test Taking Skills	Develop skills needed to predict test questions.
CAREER GOALS	
Forming a Career Identity	Analyze how stereotypes are affecting their career identities.
Planning for the Future	Predict what they need to know to find a satisfying career in the future.
Combating Career Stereotyping	Evaluate the ways in which certain groups (men, women, minorities) are stereotyped in the workforce.
Analyzing Skills and Interests	Describe their present skills and predict their future skills.

GRADE NINE STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Value their unique characteristics and abilities.
Developing Positive Attitudes	Describe and prioritize their values.
Making Healthy Choices	Demonstrate assertive skills useful in pressure situations.
Respecting Others	Value positive qualities of people that are culturally different.
Gaining Responsibility	Analyze when they take responsibility for themselves and when they do not.
Developing Relationship Skills	Identify own biases and stereotypes that interfere with establishing effective relationships.
Resolving Conflicts	Analyze how conflict resolution skills contribute toward work within a group.
Making Effective Decisions	Analyze the importance of generating alternatives and assessing the consequences of each before making a decision.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Evaluate their study habits and plan for changes if needed.
Setting Goals	Identify and utilize community resources that enable them to reach educational goals.
Learning Effectively	Learn strategies for coping with learning style inadequacies.
Gaining Test Taking Skills	Analyze test results and plan for improvement.
CAREER GOALS	
Forming a Career Identity	Describe how values and needs influence career choice.
Planning for the Future	Analyze how choices they are making now will affect their lives in the future.
Combating Career Stereotyping	Discuss nontraditional careers and explore at least one.
Analyzing Skills and Interests	Describe their skills, abilities, interests, and aptitudes.

GRADE TEN STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Analyze how they can control and direct their feelings.
Developing Positive Attitudes	Describe decisions they have made that were based on their attitudes and values.
Making Healthy Choices	Identify resources that will assist them with personal concerns related to their sexuality.
Respecting Others	Describe how prejudices are formed and examine their consequences .
Gaining Responsibility	Show how they manage their time effectively.
Developing Relationship Skills	Describe situations at school and at home where their behaviors affect others' behavior toward them.
Resolving Conflicts	Identify situations in which they need to control their anger.
Making Effective Decisions	Distinguish between alternatives that involve varying degrees of risk.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Evaluate how effective study skills can contribute to effective work habits in the future.
Setting Goals	Analyze forces working against their goals.
Learning Effectively	Recognize how time and circumstances can cause educational goals to change.
Gaining Test Taking Skills	Evaluate reasons why they may not do well on tests.
CAREER GOALS	
Forming a Career Identity	Review their educational plan and set educational goals based on self assessment and career exploration.
Planning for the Future	Evaluate the need for flexibility in their roles and in their choices.
Combating Career Stereotyping	Analyze the validity of their own stereotypes.
Analyzing Skills and Interests	Assess their ability to achieve past goals and integrate this knowledge into future planning.

GRADE ELEVEN STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Specify characteristics and abilities they appreciate most in themselves and others.
Developing Positive Attitudes	Generate ways to develop more positive attitudes.
Making Healthy Choices	Continually evaluate the effects their leisure time activities have on their physical and mental health.
Respecting Others	Describe strategies for overcoming biases and prejudices toward others.
Gaining Responsibility	Assess how avoiding responsibility hinders their ability to manage their environment effectively.
Developing Relationship Skills	Assess their current social and family relationships and evaluate their effectiveness.
Resolving Conflicts	Value the application of problem solving methods in conflict situations.
Making Effective Decisions	Identify decisions they have made and analyze how those decisions will affect their future decisions.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Review relationship between time spent on studying and student success.
Setting Goals	Collect post-secondary educational information.
Learning Effectively	Contact post-secondary institutions for visits.
Gaining Test Taking Skills	Prepare for national college entrance exams.
CAREER GOALS	
Forming a Career Identity	Evaluate the importance of setting realistic career goals and striving toward them.
Planning for the Future	Acquire skills for bringing about positive change.
Combating Career Stereotyping	Discuss some of the role conflicts they may experience in adulthood.
Analyzing Skills and Interests	Evaluate the importance of having laws to protect workers from discrimination.

GRADE TWELVE STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL
Gaining Self-Awareness	Appreciate their uniqueness.
Developing Positive Attitudes	Evaluate how their attitudes and values affect their lives.
Making Healthy Choices	Analyze the personal skills that have contributed to satisfactory physical and mental health.
Respecting Others	Demostrate appreciation and respect for cultural differences.
Gaining Responsibility	Assess how taking responsibility enhances their lives.
Developing Relationship Skills	Understand the value of maintaining effective relationships throughout life.
Resolving Conflicts	Evaluate their current communication and conflict resolution skills and plan how to improve them.
Making Effective Decisions	Evaluate their present ability to generate alternatives, gather information, and assess the consequences of the decisions they make.
EDUCATIONAL GOALS	
Applying Effective Study Skills	Recognize that learning is a lifetime process.
Setting Goals	Evaluate their future educational goals.
Learning Effectively	Plan for the transition into post-secondary education and training.
Gaining Test Taking Skills	Evaluate the discrepancies between goals and test performance.
CAREER GOALS	
Forming a Career Identity	Review their career goals.
Planning for the Future	Analyze the relationships between work and family roles.
Combating Career Stereotyping	Learn strategies for dealing with discrimination and sexual harrassment.
Analyzing Skills and Interests	Conduct an assessment of their current skills, abilities, and career prospects.

POSTSECONDARY STUDENT COMPETENCIES

PERSONAL/SOCIAL GOALS	STUDENTS WILL BE
Gaining Self Awareness	Increasing their consciousness of their own values and beliefs
Developing Positive Attitudes	Learning to feel confident about their future
Making Healthy Choices	Developing life-long stress management plans
Respecting Others	Improving their skills in accepting and apppreciating individual differences
Gaining Responsibility	Increasing their awareness of the necessity of taking responsibility for life choices
Developing Relationship Skills	Demonstrating the capacity for intimacy with others
Making Effective Decisions	Improving their ability to make decisions and take action
Resolving Conflicts	Increasing their awareness of and skills in dealing with value differences and conflicts among individuals and groups
EDUCATIONAL GOALS	
Applying Effective Study Skills	Transfering previously learned study skills to a more demanding environment
Setting Goals	Choosing a major field of study
Learning Effectively	Learning to challenge their dualistic thinking
Gaining Test Taking Skills	Improving their ability to synthesize, analyze, and evaluate information needed to perform on tests
CAREER GOALS	
Forming a Career Identity	Developing a comprehensive picture of self, values, and needs as applied to career
Planning for the Future	Continuing to plan for the interaction between family and work roles
Combating Career Stereotyping	Affirming their potential by choosing careers congruent with their skills and abilities
Analyzing Skills and Interests	Developing a realistic picture of their skills and interests

Counselors Assist Students Through

Crisis Intervention/Problem Solving

Individual Counseling

Group Counseling

Classroom Guidance

Parent/Family Involvement

Consultation/Collaboration With

- School Staff
- Parents
- Mental Health Professionals
- Community

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